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**Division of Applied
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Director

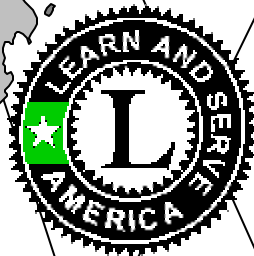
**Learn and Serve
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**School Year 2000 - 2001
Learn and Serve America
School-Based Service Learning
Request For Proposals**



***The Maine Office
For School-Based
Service Learning***

Table of Contents

Service Learning Request For Proposals	Page 1 of 8
Eligibility	Page 1 of 8
Target Population	Page 1 of 8
Awards	Page 1 of 8
Funding Source	Page 1 of 8
Application Deadline - May 31, 2000	Page 1 of 8
Program Year	Page 2 of 8
Application Format	Page 2 of 8
Purpose and Evaluative Criteria For Scoring Proposals	Page 2 of 8
DEFINITIONS	Page 4 of 8
Prohibited Program Activities	Page 7 of 8
Consultation With Labor Organizations	Page 7 of 8
Nondiscrimination	Page 7 of 8
Appendix 1	Application Forms
Appendix 2	Application Evaluation Criteria
Appendix 3	<i>KIDS AS PLANNERS</i>
Appendix 4	Assessing Student Performance
Appendix 5	Linking Service-Learning and Maine's <i>Learning Results</i>

The Maine Department of Education

Service Learning Request For Proposals For School Years 2000-2001, 2001-2002, and 2002-2003

Eligibility

A Maine school administrative unit, vocational region or center, or any Maine Department of Education approved private school. Applicants may submit one proposal only. Previous or current grantees are eligible to compete for new awards, however, school administrative units participating in the Kellogg Policy and Practice Demonstration Project, "Learning In Deed" are **not** eligible to apply.

Target Population

Students who are enrolled in a school administrative unit, vocational region or center, or approved private school regardless of race, color, national origin, sex, age, political affiliation, or disability.

Awards

Each successful applicant will receive funds to support its participation for each of the three years of the Learning Connections project. The actual amount will be negotiated after selection. The maximum amount any applicant may receive is \$8,000. The Department of Education is making a total of \$64,000 available to this project. Successful applicants will be eligible to reapply for funding for the second and third school years (2001-2002 & 2002-2003) on a non-competitive basis. **Each application will be scored utilizing the criteria in appendix 2.** Funding for the second and third school years of this three year cycle will be based on the quality of each previous years program and on how lessons learned are applied to program improvement.

Funding Source

The funding source is the Corporation for National Service, Learn and Serve America School-Based Program as authorized by the National and Community Service Act of 1990 (Public Law 101-610), as amended by the National and Community Service Trust Act of 1993 (Public Law 103-82) (42 U.S.C. §12501 *et seq.*). The regulations for Learn and Serve America were published in the Federal Register in March, 1994.

Application Deadline - May 31, 2000

One original and three copies of an eligible institutions application must be received 2:00 PM on May 31, 2000. Facsimiles will not be accepted. Applications must be mailed or hand delivered to Division of Purchases, 9 State House Station, 161 Capital Street, Augusta, Maine 04333-0009. Applicants will be notified of competitive award decision in writing as soon as it is made. Questions or concerns may be addressed in writing to Edward Maroon

by May 22, 2000. Ed may be reached via any of the following - phone at 287-5854, fax at 287-5894, e-mail at ed.maroon@state.me.us or mail at Maine Department of Education, 23 State House Station, Augusta, Maine 04333.

Appeals - Appeals of grant awards are governed by the Division of Purchases Rule Chapter 120, available on the internet at <http://janus.state.me.us/purchase/chap120.htm>.

Program Years -
Year one = September 1, 2000 through August 31, 2001
Year two = September 1, 2001 through August 31, 2002
Year three = September 1, 2002 through August 31, 2003

Application Format - See Appendix 1, Application Forms

Purpose and Evaluative Criteria For Scoring Proposals

With this grant, the Maine Department of Education (MDOE) will award sub-grants to at least eight (8) school administrative units and will contract with the KIDS Consortium for the training and technical assistance of the sub-grantees. The sub-grantees will be required to focus on the following objectives and activities:

1. Fully develop service-learning across the school administrative unit as a valuable strategy for implementing Maine's *Learning Results*.
 - a. Assess the current status of service-learning across the school administrative unit and identify how service-learning currently links with Maine's *Learning Results* as a learning strategy.
 - b. Develop a plan for implementing service-learning across all grades within the school administrative unit.
 - c. Develop a plan for linking service-learning to Maine's *Learning Results* across all grades within the school administrative unit.
 - d. Consolidate planning for *Learning Results* implementation with service-learning efforts at the administrative level.
 - e. Develop a plan for training and technical assistance to assist school personnel in this effort (in conjunction with the KIDS Consortium).
2. Utilize the *KIDS AS PLANNERS* model of service-learning which engages students in identifying *community* needs (see [appendix 3](#)) and in developing *community partners*.
 - a. Utilizing the "Systemic Framework for *KIDS AS PLANNERS*," identify where the school administrative unit is on the continuum from "exploring" to "transitioning" to "transforming" in each of the following categories -
 - (1) Leadership and Vision
 - (2) Teaching and Learning

- (3) Professional Development
 - (4) Administrative Policy and Support
 - (5) Communication
 - (6) Community Involvement
 - b. Develop a plan to move the school administrative unit from where it is on the continuum to “transforming.”
 - c. Develop a plan for training and technical assistance to assist school personnel in this effort (in conjunction with the KIDS Consortium).
3. Identify barriers and opportunities of service-learning and *Learning Results* implementation.
- a. Utilizing the service-learning/Maine *Learning Results* linking tool (see [appendix 3](#)), develop and implement a strategy for ensuring cross content integrity and assessment for the benefit of the student engaged in service-learning activities.
 - b. Develop a plan for training and technical assistance to assist school personnel in this effort (in conjunction with the KIDS Consortium).
4. Collect data about service-learning’s impact on student achievement of the *Learning Results* and their impact on the **community** (see [appendix 4](#)).
- a. Utilizing the SOAR (Subjective, Objective, Authoritative, Reflection) assessment model described in [appendix 4](#), assess student performance in all aspects of service-learning.
 - b. Identify barriers which prevent service-learning from moving from an extra curricular or extra credit activity to an extension of each teachers classroom, thus allowing students to develop and demonstrate mastery of Maine’s *Learning Results*.
 - c. Collect anecdotal and qualitative data about the effectiveness of service-learning to the community.
 - d. Develop a plan for training and technical assistance to assist school personnel in this effort (in conjunction with the KIDS Consortium).

Participant Roles

The participants are the students at each sub-grant site. The role of the students will be that of *KIDS AS PLANNERS*. The KIDS Consortium model of *KIDS AS PLANNERS* will be used throughout the grant cycle. This model defines student roles (see [appendix 3](#)). The essential elements of this model are -

- ✓ Students take ownership of a problem or issue affecting the school, neighborhood, or town/city.
- ✓ Students research and collect information about the problem or issue.
- ✓ Students establish short and long term goals to address the problem or issue.
- ✓ Students consider alternatives and propose a solution.
- ✓ Students implement their solution.
- ✓ Students become stewards of their vision.

DEFINITIONS

Act. The National and Community Service Act of 1990, as amended (42 U.S.C. §12501 *et seq.*)

Administrative costs. Expenses associated with the overall administration of a program.

Adult volunteer. An individual, such as an older adult, and individual with a disability, a parent, or an employee of a business or public or private non-profit organization who works without financial remuneration in an educational institution or youth serving organization to assist students; and is beyond the age of compulsory school attendance in the State in which the educational institution or youth serving organization is located.

Cognizant agency. The federal agency coordinating audit and other fiscal requirements with respect to those organizations having grants from multiple federal agencies.

Community-based agency. A private non-profit organization (including a church or religious entity) that is representative of a community or a significant segment of a community, and is engaged in meeting human, educational, environmental, or public safety community needs.

Corporation. The Corporation for National and Community Service established under section 191 of the Act (42 U.S.C. §12651). The Corporation is considered to be the granting agency.

Grantee. The recipient of federal funds granted by the Corporation. The Grantee is legally accountable to the Corporation for the use of the grant funds and is bound by the terms and conditions of the grant award. The Maine Department of Education (MDOE) is the grantee. The MDOE is the sub-granting agency. Local educational agencies (LEA) are sub-grantees.

Grant making entity. A Grant making entity is a public or private non-profit organization experienced in service-learning that submits an application to make grants for service-learning programs in more than one state and was in existence at least one year before the date on which the organization submitted the application.

Indian tribe. An Indian tribe is an Indian tribe, band, nation, or other organized group or community, including any Native village, as defined in section 3(c) of the Alaska Native Claims Settlement Act (43 U.S.C. 1602(c)), whether organized traditionally or pursuant to the Act of June 18, 1934 (commonly known as the Indian Reorganization Act; 48 Stat. 984, chapter 576; 25 U.S.C. 461 *et seq.*); and any Regional Corporation or Village Corporation, as defined in sub-section (g) or (j) of section 3 of the Alaska Native Claims Settlement Act, that is recognized as eligible for the special programs and services provided by the United States under federal law to

Indians because of their status as Indians; and any tribal organization controlled, sanctioned, or chartered by an entity described above.

Key Student Learning Results. These are the expectations the program has with respect to student learning in an integrated and applied manner. This is the bottom line. The proposal must ultimately define these expectations with specific, measurable objectives. These key student *Learning Results* must be described based on program expectations not project expectations. Project expectations are to be developed with each individual student based on their specific applied learning experience and how that aligns with *Learning Results* content areas. Therefore, program expectations might be viewed as aligning with the guiding principles and two or more content areas (minimally social studies and career prep) of the *Learning Results*, while project expectations would align with content area standards and performance indicators.

Local Educational Agency (LEA). Local Educational Agency means a public board of education or other public authority legally constituted within a State for either administrative control or direction of public elementary or secondary schools in a city, county, township, school district, or other political sub-division of a state, or for such combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary or secondary schools. As stated in section 1471(12) of the Elementary Secondary Education Act of 1965 (20 U.S.C. 2891(12)).

Needs Assessment/Justification. Spell out the process used to identify program needs and the findings. This section should answer the following questions:

1. What data was collected?
2. What were the findings based on the data collected?
3. In general, how do you know that there is a need for this program?

Participant. An individual enrolled in a program that receives assistance under the Act. A participant may not be considered to be an employee of the program in which the participant is enrolled.

Partnership. The term partnership means two or more entities that have entered into a written agreement specifying the partnership's goals and activities as well as the responsibilities, goals, and activities of each partner.

Program. A system of projects or services intended to meet the needs of implementing service-learning in a school administrative unit and the community it serves.

Program Goals. The goals should briefly set forth both the overall, long range goals of the proposed program. The goals must be compatible with the basic goals of School-Based Service-Learning and aligned with the guiding principles of the State of Maine *Learning Results*.

Project. An activity, or a set of activities, carried out through a program that receives assistance under the Act, that results in a specific identifiable service or improvement that otherwise would not be done with existing funds, and that does not duplicate the routine services or functions of the employer to whom participants are assigned.

Qualified organization. A public or private non-profit organization, other than a Grant making entity, that has experience working with school-age youth, and that was in existence at least one year before the date on which the organization submitted an application for a service-learning program.

School age youth. Individuals between the ages of 5-17, inclusive; and children with disabilities as defined in section 602(a)(1) of the Individuals with Disabilities Education Act (20 U.S.C. 1401(a)(1)), who receive services under part B of such Act.

Service-learning. Service-learning is distinguished from community service in that it is a method whereby participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community, is coordinated with an elementary school, secondary school, institution of higher education, or community based organization, and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students (co-curricular not extra-curricula); and provides structured time for the participants to reflect on the service experience.

Service-learning coordinator. An individual trained in service-learning, who assists in identifying community partners for LEAs; assists in designing and implementing local partnerships' service-learning programs; provides technical assistance and information to facilitate training of teachers who want to use service-learning in their classrooms; assists local partnerships in planning, developing, and executing service-learning projects; and provides other services for the LEA.

State educational agency (SEA). State educational agency means the officer or agency primarily responsible for the state supervision of public, elementary and secondary schools as stated in section 1471(23) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2891(23)). This is also the sub-granting agency.

Student. An individual who is enrolled in an elementary or secondary school or on a full or part-time basis.

Summary-Abstract. The summary-abstract should answer the following questions:

1. What is the main purpose of the program?
2. Who will be involved?
3. How will the program work?
4. How will you know you've achieved the goals of the program (based on student *Learning Results*)?
5. How will the program and students be evaluated or assessed?

U.S. Territory. U.S. Territories include the Virgin Islands, Guam, American Samoa and the Commonwealth of the Northern Mariana Islands.

Prohibited Program Activities

Funds may not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization; to assist, promote; or deter union organizing; to finance, directly or indirectly, any activity designed to influence the outcome of an election to any public office; or to impair existing contracts for services or collective bargaining agreements.

Consultation With Labor Organizations

Prior to the placement of a participant, the sub-grantee must consult with any local labor organization representing employees in the area who are engaged in the same or similar work proposed to be carried out by the program in order to prevent the displacement of employees and to protect the rights of those employees.

Nondiscrimination

- 1. *Discrimination prohibited.*** The sub-grantee may not unlawfully discriminate against any participant, program staff, or service recipient on the basis of race, color, national origin, sex, age, political affiliation, or disability. The sub-grantee may not unlawfully discriminate on the basis of religion against any participant, service recipient, or program staff who are paid with Corporation funds.

2. **Reasonable accommodation.** The sub-grantee must provide reasonable accommodation to otherwise qualified individuals with disabilities. Accommodation must be based on the participant, program staff, or service recipient's individualized needs.
3. **Self-evaluation requirements.** The sub-grantee must comply with the self-evaluation requirements in Section 504 of the Rehabilitation Act regarding accessibility for individuals with disabilities. The sub-grantee also must comply with the self-evaluation requirements of the Title of the Education Amendments of 1972 concerning discrimination based on sex.
4. **Other applicable statutes.** In accordance with the assurances the sub-grantee must comply with all federal and state statutes relating to nondiscrimination to the extent applicable, including, but not limited to titles VI and VIII of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d and 3601 *et seq.*), section 504 of the Rehabilitation Act of 1973 as amended (29 U.S.C. § 794), the Age Discrimination Act of 1975 as amended (20 U.S.C. § 6101 *et seq.*), the Education Amendments of 1972 as amended (20 U.S.C. § 1681 *et seq.*), the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255) as amended, the Comprehensive Alcohol Abuse and Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, the Public Health Service Act of 1912 as amended (42 U.S.C. 290dd-3 and 290ee-3), and the requirements of any other nondiscrimination provision in the National and Community Service Act of 1990 (42 U.S.C. § 12635), or any other applicable nondiscrimination provision.

Appendix 1

Application Forms



The Maine Office
For School-Based
Service Learning

SERVICE LEARNING GRANT APPLICATION COVER PAGE

**PROGRAM
TITLE:**

**AMOUNT
REQUESTED:**

**SCHOOL ADMIN
UNIT:**

ADDRESS:

**SUPERINTENDENT OR
CHIEF SCHOOL
OFFICER:**

"As superintendent/chief school officer, I acknowledge that this proposal has the authorization of the local school committee or governing body to operate and that proper fiscal records will be maintained for reporting purposes."

Name and title of authorized official

Signature

**TELEPHONE
NUMBER:**

**SERVICE LEARNING
COORDINATOR:**

"As service learning coordinator/grant administrator, I am fully aware of the requirements of the Maine Department of Education's Learn and Serve America, School-Based Service-Learning Request for Proposals and that this education agency will ensure full compliance with them."

Name and title of authorized official

Signature

MAILING ADDRESS:

E-MAIL ADDRESS:

PHONE NUMBER:

FAX NUMBER:



The Maine Office
For School-Based
Service Learning

SERVICE LEARNING GRANT APPLICATION SUMMARY/ABSTRACT PAGE

Note: See definitions for information about completing this section.

PROGRAM

TITLE:

SCHOOL ADMIN

UNIT:

Service-Learning Team Members	
Name:	Title/Role:

Summary/Abstract Narrative:



*The Maine Office
For School-Based
Service Learning*

SERVICE LEARNING GRANT APPLICATION NEEDS ASSESSMENT

**PROGRAM
TITLE:**

**SCHOOL ADMIN
UNIT:**

**NEEDS
ASSESSMENT/
JUSTIFICATION:**

Note: See definitions for information about completing this section.



The Maine Office
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Service Learning

SERVICE LEARNING GRANT APPLICATION

BUDGET PAGE

**PROGRAM
TITLE:**

**APPLICANT
AGENCY:**

DATE:

COST AREA	FEDERAL SHARE	LOCAL MATCH	TOTAL FUNDS
I. ADMINISTRATION/INDIRECT COSTS			
II. DIRECT PROGRAM COSTS			
A. PERSONNEL COSTS			
1. Salaries (itemize)			
2. Fringe Benefits (itemize)			
Total Personnel Costs			
B. EQUIPMENT			
C. ALL OTHER COSTS			
1. Travel			
2. Supplies (itemize \$300+)			
3. Space Costs			
4. Contractual Services			
5. Total All Other			



The Maine Office
For School-Based
Service Learning

Total Direct Costs			
III. OVERALL TOTAL			

SERVICE LEARNING GRANT APPLICATION PAYMENT SCHEDULE

**PROGRAM
TITLE:**

**APPLICANT
AGENCY:**

DATE:

MONTH

AMOUNT REQUESTED

September _____

October _____

November _____

December _____

January _____

February _____

March _____

April _____

May _____

June _____

July _____

August _____

CERTIFICATION: I hereby certify that all information contained in this proposal, including the representation as to the amounts of obligations during the stated period, is true, complete, and correct.

SIGNATURE: _____
Signature of Chief School Officer

Appendix 2

Scoring Weights

for Evaluation Criteria

**MAINE DEPARTMENT OF EDUCATION - SERVICE LEARNING
PROGRAM**

**PROGRAM YEAR 2000 - 2001 RFP
SCORING CRITERIA & WORKSHEETS**

Name of Rater: _____

Date Rated: _____

Proposal Title: _____

School Administrative Unit: _____

Evaluative Criteria

**MAINE DEPARTMENT OF EDUCATION - SERVICE LEARNING
PROGRAM
PROGRAM YEAR 2000 - 2001 RFP
SCORING CRITERIA & WORKSHEETS**

#1 Integration of Service-Learning and Maine's <i>Learning Results</i> .	Total Points
<p>a. The applicant has clearly described its current status with respect to implementing service-learning (see definition on page 6) within the school administrative unit and has provided information to support the results of this assessment;</p> <p>b. The applicant has provided information describing the school administrative units current status with respect to implementing Maine's <i>Learning Results</i> for all students and has provided evidence supporting its current status;</p> <p>c. The applicant has provided information describing the school administrative units current status with respect to linking service-learning and Maine's <i>Learning Results</i>; and</p> <p>d. The applicant has described other existing programs and activities operating within the school administrative unit which support service-learning and Maine's <i>Learning Results</i> (i.e. Jobs for Maine's Graduates, School-to-Work, performance assessments, resiliency programs, etc.).</p> <p>No Evidence Compelling Evidence</p> <p style="text-align: center;">0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</p> <p>Reader Comments:</p>	

**MAINE DEPARTMENT OF EDUCATION - SERVICE LEARNING
PROGRAM
PROGRAM YEAR 2000 - 2001 RFP
SCORING CRITERIA & WORKSHEETS**

#2 Implementation of Service-Learning.	Total Points
<p>a. The applicant has identified how it promotes “student ownership” in its service-learning activities and or its student directed learning/assessment.</p> <p>b. With respect to service-learning, the applicant has:</p> <ul style="list-style-type: none"> i. Identified how it intends to use service-learning to further the implementation of Maine’s <i>Learning Results</i>; ii. Identified how it utilizes or plans to utilize multiple methods for assessing student learning, including portfolios, presentations and demonstrations which are supported with rubrics; iii. Identified the leadership team which will be assembled to implement its service-learning program, what the leadership team will do; and iv. Identified its current efforts to connect schools with the community. <p>No Evidence Compelling Evidence</p> <p style="text-align: center;">0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25</p> <p>Reader Comments:</p>	

**MAINE DEPARTMENT OF EDUCATION - SERVICE LEARNING
PROGRAM
PROGRAM YEAR 2000 - 2001 RFP
SCORING CRITERIA & WORKSHEETS**

#3 Identification of Barriers and Opportunities.	Total Points
<p>a. The applicant has conducted a self-assessment to identify its current strengths in implementing -</p> <ol style="list-style-type: none"> 1. Service-Learning; 2. Maine's <i>Learning Results</i>; 3. Linking service-learning and Maine's <i>Learning Results</i>; and 4. The results of this self-assessment are appropriately documented. <p>2. The applicant has conducted a self-assessment to identify the barriers to implementing <i>KIDS AS PLANNERS</i> throughout the school administrative unit over the next three years and the results of this self-assessment are appropriate documented.</p> <p>No Evidence Compelling Evidence</p> <p style="text-align: center;">0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</p> <p>Reader Comments:</p>	

**MAINE DEPARTMENT OF EDUCATION - SERVICE LEARNING
PROGRAM
PROGRAM YEAR 2000 - 2001 RFP
SCORING CRITERIA & WORKSHEETS**

#4 Equal access and other regulatory requirements.	Total Points
<p>a. The applicant will consult with local labor organizations representing employees in the area who are engaged in the same or similar work proposed to be carried out by the program in order to prevent the displacement of employees and to protect the rights of those employees;</p> <p>b. The applicant provides K-12 activities which are in compliance with all state and federal child labor laws and health and safety laws; and</p> <p>c. The applicant engages students of different schools, academic abilities, races, sexes, ethnic groups, disabilities, and economic backgrounds, particularly at risk and economically disadvantaged students, without regard to discrimination on the basis of race, sex or handicapping condition.</p> <p>No Evidence 0 1 2 3 4 5 6 7 8 9 10 Compelling Evidence</p> <p>Reader Comments:</p>	

**DEPARTMENT OF EDUCATION - SERVICE LEARNING
PROGRAM
PROGRAM YEAR 2000 - 2001 RFP
SCORING CRITERIA & WORKSHEETS**

#5 Budget.	Total Points
<p>a. The program budget clearly supports the activities described in the proposal; and</p> <p>b. Major cost items are justified in a budget narrative.</p> <p>No Evidence Compelling Evidence</p> <p>0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25</p> <p>Reader Comments:</p>	

Total possible points = 100

Total points awarded _____

Use this space to provide general reactions to this proposal. Recommendations, comments about the budget, etc. Regardless of the score achieved, identify whether you believe the proposal is worthy of funding and why or why not. This is your chance to offer subjective comments about the overall worthiness of this proposal.

Signature of Rater: _____

_____ I recommend this proposal for funding.

 I do not recommend this proposal for funding.

_____ I recommend this proposal for funding only if the identified recommendations mentioned above are appropriately addressed.

**MAINE DEPARTMENT OF EDUCATION - SERVICE LEARNING
PROGRAM
PROGRAM YEAR 2000 - 2001 RFP
SCORING CRITERIA & WORKSHEETS**

Appendix 3

KIDS AS PLANNERS

KIDS AS PLANNERS PRINCIPLES

Promote *STUDENT OWNERSHIP* by...

- ✓ Involving students in the identification of the *COMMUNITY* issue or problem.
- ✓ Providing students with the opportunities to exercise their leadership and decision-making skills throughout the course of the project.
- ✓ Preparing students with the skills needed to accomplish project-related tasks.

Assure *ACADEMIC INTEGRITY* by...

- ✓ Identifying the *Learning Results* that will be met through the project.
- ✓ Utilizing multiple methods for assessing student learning, including portfolios, rubrics, presentations and demonstrations.
- ✓ Ensuring that every student has a well-rounded experience (i.e. specializes in areas of interest and improves in areas of weakness).

Foster *APPRENTICE CITIZENSHIP* by...

- ✓ Addressing a significant issue in the *COMMUNITY* or school.
- ✓ Identifying a school and/or *COMMUNITY* audience who will value the contribution.
- ✓ Engaging the expertise of *COMMUNITY* members.

KIDS AS PLANNERS... A Framework for Action

1. Students take ownership of a problem or issue affecting the school, neighborhood, or town/city.

Student choice is not simply a menu of problems and issues crafted by adults and selected by young people. A problem or issue might be generated by a student, teacher, parent, planner, or another community member. Then it must be owned by the students. There is no one “right” way to get started. The problem or issue could be introduced through...

- ▶ a neighborhood walk
- ▶ a classroom discussion, assignment or writing prompt
- ▶ a newspaper headline
- ▶ a crisis in the school or community
- ▶ a guest speaker or panel of presenters
- ▶ a needs assessment
- ▶ a visit with students from another school who are working on their own community project
- ▶ a link with a public agenda, grant, or initiative, e.g., rails-to-trails or bicentennial celebration.

2. Students research and collect information about the problem or issue.

In order to investigate a problem or issue and decide what to do, students need to find out more about it. The kind of information gathering techniques used depend on the nature of the problem or issue. For example, in a traffic study, students might count cars passing a particular spot at different times of the day; in a land-use study, students might inventory the kinds of plants and animals found there; in order to install a sign, students might research codes and ordinances at city hall, and in order to design a school store, students might survey the potential market of consumers and vendors.

Whatever the problem or issue, there are at least two constants:

- ▶ students use a variety of information gathering techniques in order to study different aspects of the problem or issue, e.g., historical, scientific, political, regulatory, aesthetic, environmental, or engineering dimensions; and
- ▶ students identify and access professionals, neighborhood residents, agencies, and other relevant resources and expertise to gather information.

3. Students establish short and long term goals to address the problem or issue.

Then what? *KIDS AS PLANNERS* is not just a series of field trips and observations. There must be a purpose and an application. What is the purpose of the mission of the project? What kinds of products, services, and actions might be conducted over time?

For example, the long term goal of an open space project was to transform the land into an outdoor classroom and nature preserve. The first year, students focused on the site analysis: mapping the land, identifying the plants and animals found there, deciding what kinds of passive and active recreational uses the land could support and where native habitats should be restored. The second year, students focused on designing and constructing the nature trail; the third year, other components, such as the gazebo and picnic area, were implemented.

4. Students consider alternatives and propose a solution.

How do students decide what kind of flowers to plant in a community garden? What information should make it into a brochure? Which pollution problem should be tackled first? What kind of mural to paint? What kind of policy to recommend to the city council?

Here KIDS shifts from research to action. The decision making process, whether by debate, vote, or consensus, must take into account a variety of questions: what is practical, what is affordable, what is timely, what is aesthetically pleasing, what is environmentally sound, what is sustainable, and what is acceptable by school and community standards. This process involves the “winnowing out” of alternative solutions by organizing, analyzing, and making decisions based on the information available.

5. Students implement their solution.

The solution might be a product, a service, or an action that is needed by a user group and valued by the community. It can happen along the way, not just at the “end” of the project. Whatever “it” is, and it can be more than one, it usually...

- ▶ has an *audience* or user group that values the solution; and
- ▶ results in a *quality product or service*, such as a brochure, sign, or a mural; and/or
- ▶ generates a *concrete action*, such as breaking ground on a new trail or planting a buffer zone to absorb runoff; and
- ▶ fosters a *positive social impact*, such as a sense of pride in the community.

6. Students become stewards of their vision.

A steward is not just someone who does a job, but who sees something through from beginning to end for a greater good. Stewardship is apprenticing next year’s class to take over the project, using feedback from a user group to improve the product the next time around, re-planting flowers after they have been pulled up by vandals, maintaining the trail after it has been built, and presenting the project to the school board and city council. Student ownership is what creates this sense of responsibility and stewardship.

Call or e-mail for copy

Ed Maroon 207-287-5854

ed.maroon@state.me.us

Appendix 4

Assessing Student Performance